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The **CAMPING**
MAGAZINE

**CAMPING
FORWARD**

*Washington Camp Conference
Reports*

AMERICAN CAMPING ASSOCIATION
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NOVEMBER-DECEMBER

1942

The Ultimate



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YOUR COMPLIMENT
TO YOUR
GUESTS!

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FOR
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The Camping Magazine

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Camping Moves Ahead

THE intense light of war has been projected upon camping as upon all education. It is illuminating the basic principles of camping; our objectives, our methods, our value to the nation.

We know that nothing will escape the impact of this revolutionary period. Camping may advance with the tide or reluctantly swing with it; it cannot resist it. Some of the participants in the recent American Camping Association conference arrived in Washington concerned mainly with the survival of camping. All left Washington convinced that of greater importance is the survival of the things camping stands for.

No one knows the precise outline of things to come. Certainly in 1943, and for the duration, this outline will include camping's specific contribution towards winning the war. This objective is immediate and concrete. Not as dramatic but equally immediate and important is laying the foundations for the future. Let's be realistic, practical and clear in our thinking about this. It calls for a prompt offensive against nervousness and anxiety that mounts as time goes on. It calls for an offensive against the disfigurements and disillusionment of war; and the threat of disease, delinquency, dislocation and hatreds that tread in the wake of world conflict.

The strain of war ill-prepares a people for the gigantic tasks of post-war recovery. Here it is that camping will serve the nation well by delivering fresh reinforcements of healthy and enthusiastic youth when they are badly needed. Much has been supplied, but much more will be demanded from leaders of youth. Governmental officials have recognized what camp experiences have done for men in the armed forces. We can now demonstrate our usefulness to a world that needs strong, resourceful and socially minded citizens.

FREDERICK HOWELL LEWIS

Chairman, Washington Conference

As I Saw the

WASHINGTON CONFERENCE

THE recent camping conference held near Washington moved like an exciting short story. It had a beginning, a body and an end, a rather unique beginning, a prodigious amount of work in the body of the proceedings, and an end that must be continued. I am writing of this conference as one person saw it, as one person read between the lines, interpreted the intent back of the questions and answers that were quickly volleyed between government officials and camping representatives, and sensed the tenor of table talk, the change wrought in us.

I say that the conference had a unique beginning. I had supposed that we went to Washington to sum up the contribution which organized camping is making in this emergency, and to present our summary to government officials in such a way that we would find it possible to carry forward our 1943 camping program somewhat as usual. The letters and telegrams received by the director of the conference indicate that I was not alone in this supposition. We had in us the makings of a pressure group, a glorified pressure group, it is true, for we were educators. The axes in our hand were sturdy, self-reliant, character-forming axes.

At the outset we faced an unexpected situation. As the group, empowered by us to set up the program, talked with government officials and conferred among themselves they moved forward in the swift current of insights and convictions. When we assembled, our empowered leaders said: We are sold on the job we can do for children. We are now in a new situation. Our camps are confronted by the restrictions and shortages of war. We have called into consultation persons from the various departments of our Government that have a special bearing on camping. We have come to try to understand, not to protest. Let us try to see what our situation looks like through their perspective, what they see developments to be. Keep discussion on a national level. Later we shall see what we should do in the light of these talks with government representatives.

I cannot describe to you the sense of shock that went through this group of fifty camp leaders, made up about half and half of private and organization camp leaders. The news was at once bewildering and clarifying, devastating and revitalizing. We could not immediately renounce the hope of *tiresgascharter-erbusesspecialcoaches*, nor could we refuse to renounce them. When we could locate our tongues

By

Abbie Graham

again we said: "But we can't camp without transportation. When do we ask?" "Assuming that our function is educational and good, there are two problems: transportation and man power?" "Is the situation such that we ought not to ask for these essentials?"

While still in the throes of ambivalent emotions, a tall gray-suited man slipped into the room. Now I am one who seldom picks up clues in advance. The denouement of a story as a rule completely surprises me. I sensed, however, the drama of this quiet entrance. I watched the amusement registered on the back of his neck, in his profile. I knew that here was a man in advance of his time. A furtive note or two was passed by certain leaders. The discussion continued at white heat. "But we must be realistic. How are we going to approach the Government?" "Must we not at some time state our case?" "Do you think the Government realizes what camps are contributing to youth?"

Breaking into the fervor of these queries, the discussion leader said: "The first representative of the government has no need to be introduced to the problems we face." To the astonishment of the group that was looking this way and that for the man from Washington, the gray-suited figure arose from our midst and went forward. He did not need to tell us a story to make us laugh and to establish rapport with us. He could get down to the business at hand.

I mention this incident because it was in part this sense of humor playing back and forth that helped to keep us objective. One cannot laugh at himself and see only his own point of view. When the representative from the United States Office of Education was asked in the midst of heated conversation, "Just what is education from your point of view?" and he paused for a moment a bit dashed as a fish would be if you asked it "Just what is water?" a member of our group leaped to his assistance saying, "Don't you be embarrassed, sir. Ask him, 'Just what is camping?'"

While I am speaking of dramatic turns of events, I might as well refer to that peak moment when the

(Continued on page 21)

Government Officials Discuss Camping

With the American Camping Association

THE core of the Washington conference of the A.C.A. October 22-25, was its discussion with officials from eleven government agencies concerning what should be the program for camps in wartime America.



Throughout the day and into the evening these persons came to our group to acquaint it with the function and scope of their respective government agencies, and to throw the light of their experience on the camping program for 1943. The government agencies were: Office of Civilian Defense; Office of Defense, Health and Welfare Services; Children's Bureau; U. S. Department of Labor; U. S. Office of Education; U. S. Department of Agriculture, Extension Division; U. S. Department of Agriculture, War Relations Division; U. S. Forest Service, Division of Recreation and Lands; National Park Service; Office of Defense Transportation; Office of Price Administration; War Production Board.

Before we proceed with the gist of our report, let us clarify the relation of camping interests to the government agencies with whose representatives we worked. In the main we were related to these government agencies in two ways: (1) through cooperation in our camp programs with those government agencies that have a public service program function to perform, such as, the Office of Civilian Defense, the Forest Service, the Office of Defense, Health and Welfare Services, the Department of Agriculture; (2) through cooperation with those government agencies that have the function of social controls, such as the O.D.T. and O.P.A. The latter agencies needs must be restrictive in their work. We shall refer to these relationships again in our conclusion.

Since the method of conferring was chiefly through question and answer, no smoothly flowing report can be made but a collation of information and interpretation, secured from the notebooks of several delegates, is given below.

Camping was pointed out as a generic term. It covers forms of camping which vary from govern-

ment camps used for training soldiers to German Bund camps designed for indoctrination. Essentially camping is a method for providing experience.

Many specific contributions which camps can make to the war

effort and to preparations for the peace were suggested to us. The representative of the O.C.D. opened up interesting areas of program activities. O.C.D., as you know, seeks to correlate the official activities of government with the free activities of individuals in the community. It is the job of O.C.D. to plan for civilian and industrial protection, to prepare against the threat of enemy by attack or sabotage, to develop to the maximum civilian lay participation in the war effort via local defense councils. Civil Air Patrol is under the jurisdiction of O.C.D. Camps can gear into this program by: (1) understanding the background issues, aims and developments of the war through study of current events and informed discussion; (2) helping the fighters and producers through conservation, waste salvage, pre-aviation education; (3) defense against the fifth column, especially against the passing on of unverified "rumors"; (4) financing the war through bond and stamp purchases; (5) teaching children methods of civilian protection; (6) accepting responsibility as citizens for solving own transportation problems; (7) recreation.

Certain suggestions were also made by O.C.D. of learnings and experiences which might make possible, as we work toward preparation for the peace: (1) integrity of character, essential to winning both the war and the peace (see Van Doren's "Secret History of the Revolution" re incorruptible revolutionary heroes); (2) vocational education for war and post-war period; (3) provision of realistic work experience important; (4) pattern and technique for

* This article was written by Harry Serotkin of the Allegheny Section and added to by the contributed notes of Eleanor Eells of the Chicago Section and of several members of the Lake Erie Section.

post-war reconstruction and propagation of ideas found in work camp idea; (5) ability to help other people help themselves; (6) understanding the complexities of life; (7) better ways of living together, person to person, group to group, nation to nation. A full and

satisfying participation will be an aid toward reviving faith in self government; (8) international-mindedness, knowledge of other lands, people, languages.

Other contributions which camps might make to our nation at war are:

1. Camps operating in National Park Service Areas can find educational projects in maintenance and work projects around camp areas carried on in cooperation with area managers.

2. The Children's Bureau, Department of Labor, indicated that if a major evacuation of women and children were to become necessary, camp personnel might be called for to lead groups of children. In addition, camps equipped for year-round use might be converted into evacuation centers. However, no such major evacuation is expected. In any case, camps might well consider their role, as far as evacuation is concerned, as one of responsiveness rather than of initiation.

3. Camps can give assistance to the United States Forest Service. The need for such help is intensified now because of reduced manpower. Individuals and organizations can help the Forest Service by: (1) educating youth on fire prevention and methods of reporting and fighting fires (institute fire squad drills); (2) instructing public in sanitation and clean-up for camp sites, etc.; (3) intensifying personal hobbies useful in war, such as meteorology, astronomy, pioneering; (4) encouraging initiative and resourcefulness in campers and thus better preparing boys for armed forces because they can care for themselves; (5) circulating posters and booklets on fire prevention.

4. Camps can help meet the shortage of farm labor. Victory depends on the availability of men, equipment and food. Increased farm production in 1942 was credited to good weather and to the availability of replacement workers, boys, girls, and women. The need



gathering.

Camping people can contribute their camping experience and standards in organizing camps for youth working on crops. School buildings and personnel used in 1942 were adjacent to farm and orchard country. Recruiting was done through schools. Camp leaders may contribute to the problem of housing, organizing, giving leadership to, and providing recreation for youth at work on harvesting. The Children's Bureau emphasizes the importance of maintaining existing laws for safeguarding children. All plans should be cleared through the local U. S. Employment Service.

5. Camps can contribute to the new physical fitness program. The army and navy must know how to swim, must know how to live out of doors, how to cope with the forces of nature.

Such were suggestions made by representatives of various government agencies for the camping program of 1943 as camps cooperate with the national war effort and help to prepare for the peace.

Let us turn now to those inevitable controls that a nation at war must exert over every individual, every group. The representatives from government agencies recognized that priorities and restrictions were serious hindrances to the efforts of camps to carry on. However, camping cannot expect a blank check from the government. Each of us must make his own decision as to what he considers essential. Some camps should close; some camps must close; some must operate in 1943. The individuals concerned can and must make the necessary adjustments.

A certificate of war necessity for every camp vehicle must be secured. Address P. O. 2259, Office of Defense Transportation, Detroit, Michigan. The Fleet application needed is form No. C.W.N. 4—F. U. A.

For single operators the form needed is S. U. A.

Camps were advised to plan for further restrictions. Although the rubber situation seems to have cleared, the situation is really serious. Further curtailment is

(Continued on page 18)



TOWARD A WARTIME POLICY FOR CAMPING

THE following statement was prepared by a conference called by the American Camping Association, October 23-25, 1942 in Washington after consultation with officials of various government agencies.¹ This material is not intended to be conclusive but rather to provoke further work by Sections of the American Camping Association toward the maturity of Camping's wartime policy.

CAMPING—A WARTIME ASSET

America at war must be mobilized for three closely related undertakings: *military action*, *war production*, and *home community welfare*. Military and production needs are paramount, but like a three-legged stool, the whole effort would collapse without the strength of all three.

Because of the military and production necessities, supervised camping for children cannot "do business as usual". Restrictions and limitations of resources will require camps to adapt and improvise to continue their essential services. It is because of the important contribution which camps make to the war effort and to the well-being of children and families that they deem it imperative to make whatever readjustments are necessary to carry on this work with children during war. To adapt is an essential characteristic of camping. Since one of the historic purposes of camping has been to help children adapt themselves to new and primitive conditions of living, camping as an institution is well-prepared to improvise in whatever ways are necessary to do its part under conditions of war.

Camping is a generic term. It is a method of education. Camping exists in many forms, all the way from the chief method used by government to train its troops to the "Bund" camps which had to be abolished. There are camps which should be closed during the war because their contribution to wartime needs is negligible. There are many camps which should continue to operate whatever the difficulties, because their contribution to wartime needs is substantial. There are other camps which should continue to function if they can readjust their objectives,

program, and operations to wartime needs.

This document sets forth the reasons why camping is a wartime asset, the objectives and program involved in the conversion of camping to war, and some of the conditions and restrictions to which camping must adjust.

These conditions along with those standards of the A.C.A. possible of attainment during war conditions, constitute tests by which individual camps can judge their right and obligation to function during total mobilization for total war.

Camps are a necessary part of the community's total program for children. The youth activity, education and recreation which camps provide constitute one of the responsibilities recognized by the O.C.D. as one reason for citizen mobilization. As part of the community organization for children and youth, camping has an obligation to do the most it can under wartime conditions to contribute its proven values to help meet wartime needs.

Camps not only make a direct contribution to the war effort as described by the material in this document, but also constitute a long-time conservation of manpower by avoiding waste in the wartime generation of boys and girls. Camps build robust bodies when toughness is needed and doctors are fewer, resourceful minds when self-reliance and initiative are at a premium, and skillful hands when technologists and those with motor ability are everywhere needed. Manpower Commissioner, Paul V. McNutt, recognized these facts when he wrote: "We now know that camp life, be it but for two weeks, gives to the boys and girls a training in self-reliance, utilization of skills, love of nature and the outdoors that no other institution in American life so adequately provides. What the training camp does for our youth in the armed services is done in equal measure for our children when they have had some experience in a well-run summer camp. They learn to stand on their own, to be physically fit, to do hard things and do them well. They know that accomplishing difficult things makes for strong bodies and stalwart characters. They learn how to sacrifice and to serve, how to take orders as well as to give them, how to follow as well as to lead and direct. They develop a capacity for cooperation and the sense of comradeship. They learn what a precious thing it is to belong. All of this would be valuable enough in peace-

¹ Office of Civilian Defense; Office of Defense, Health and Welfare Services; Children's Bureau, Department of Labor; U. S. Office of Education; Dept. of Agriculture, War Relations Division; Dept. of Agriculture, Extension Division; U. S. Forest Service; National Park Service; Office of Defense Transportation; Office of Price Administration; and the War Production Board.

time. In wartime camp life is a God-send."²

Camping not only contributes to immediate needs but also has long demonstrated its ability to educate for necessary long-time values. Learning not only the ideals but the art and responsibilities of democratic living in camps continues to be important. Social and cultural unity through the understanding and appreciation of differences is needed now to win the war and will be needed afterward in a period of greater social integration. Camping has been a crucible for the blending of national, racial, economic, and religious differences and must do so more in the future.

In a more closely organized world, education for world mindedness is a necessity. For half a century

camps have made a contribution to the education of youth in world-mindedness. Foreign students counselors, exchange campers with other countries, and international ceremonies have foreshadowed the interdependent world within which we must now live and for which we must educate.

CAMPING OBJECTIVES AND PROGRAM IN WARTIME

Camping requires no great re-tooling for conversion to its war job. Camps have for many years been exponents of ruggedness, resourcefulness in the out-of-doors, handicrafts, cooperative living, and health and living skills.

Following is an outline of the social facts which condition camping, the consequent objectives of camping and the program required to achieve the objectives.

² Paul V. McNutt, "Children's Camping in Wartime".

SOCIAL FACTS

1. There is a prospect that older campers will be in military service later.

2. War means that there is work to be done now by youth, and many campers will later work in war industries and agriculture.

3. A healthy nation is needed and fewer doctors are available.

4. There is shortage of food and many necessary materials.

5. Fast-changing demands are made of youth in schools, in military service, and will be made after the war.

6. Youths are living in a more highly integrated society in military service and out.

CAMPING OBJECTIVES

To train campers in knowledge and skills essential to preservation of life and to usefulness in military situations.

To provide experience and habits of work. To help with work in the home and the community freeing manpower for vital services. To develop skillful hands in manual arts.

To make campers healthful and fit. To acquaint youth with preventative and emergency methods.

To conserve, convert, substitute, salvage, avoid waste, and produce.

To develop self-reliance, resourcefulness, ability to keep themselves, creativity, imagination, adaptability and flexibility.

To train campers for leadership and preparation for complex group living. To develop cooperation, the sense of comradeship, and the experience of belonging.

PROGRAM TO ACHIEVE OBJECTIVES

Swimming (with clothes and under water), life saving, signaling, First Aid, campcrafts, hiking, bridge building, cooking, map drawing and reading, marksmanship, weather study, photography, plane observation, star study and navigation, camping out-shelters, and campsite, camouflage, edible plants, primitive and pioneer crafts, learning to be happy away from home.

Aiding farmers near camp, conducting harvest camps, assisting fire wardens with fire detection and fire fighting, learning the types of farming in the areas surrounding camp, greater sharing in camp duties, cooking, clothes mending and sewing, auto mechanics, radio, arts and crafts with native materials, repair equipment, design, planning and supervising the construction of pioneer and nature projects, primitive and pioneer crafts.

Health education, nutrition, conditioning or toughening activities, rest and enough sleep, methods of relaxation, symptoms and treatment of most common illnesses, personal first aid, poisonous plants, insects and reptiles, safety education.

Avoiding waste by campers of food, gas, and rubber, clothing, and natural resources about the camp; saving tin and grease from kitchen; salvaging scrap in neighborhood; nutrition education and food planning for scarcity, producing for camp consumption.

Experience of adjusting to new people in camp situation, encouraging ingenuity and creativity rather than standardization in crafts and activities, out-of-camp trips which call for resourcefulness, delegating responsibilities which call for new efforts.

Maximum of camper conduct of activities to develop leadership under guidance and demonstration of capable adults; organization of living, work, and activity groups and trips to secure cooperative experience and to develop a sense of belonging.

SOCIAL FACTS

7. It is necessary to cherish and foster democratic living while we are fighting for it.

8. This is a period of greater cultural and social unity.

9. Our nation is moving toward a more closely organized world.

10. Integrity and character is a national necessity.

11. Children must be kept emotionally healthy and happy.

CAMPING OBJECTIVES

To educate youth in the ideals, the art and the responsibilities of democratic living and the new world meaning of freedom.

To develop an understanding, acceptance and appreciation of other nationalities, races, economic groups and religious faiths.

To educate for worldmindedness.

To train for integrity and dependable character.

To help children play out the strains of war, to enjoy the comradeship and security of those of their own age and to feel they are playing their part in the war effort.

PROGRAM TO ACHIEVE OBJECTIVES

Setting conditions for respect of other people and their views, providing campers with opportunities to contribute something to their group and camp, getting campers to accept and carry responsibility, and helping them to participate in the government of group and camp, exploration of the four freedoms.

In the composition of the camp make deliberate attempt to secure some inter-national, inter-racial, inter-class, and inter-faith representation. Work for their satisfactory experience with such interpretation as opportunity permits.

Foreign students counselors, evacuee campers in place of former exchange campers, international ceremonies, display of national flags, programs built around music, folk dances and life of other nations.

Individualized objectives and guidance, camp mores and accepted behavior, program of ideals and worship.

Provide fun and zestful play in all activities, see that campers are well-adjusted in their living groups, interpret the camping program in terms of their contribution to the war effort.

In addition to program itself at the camp, there are other ways by which camping converts its energy to war.

1. Many camps have changed their constituency after studying the groups in their city which most need camping now. Some illustrations include children of mothers employed in war production, older high-school boys who need pre-induction development or who can help meet the needs of conservation and agriculture and children of war industrial workers who have recently moved into new communities.
2. Camps can be used for recreation purposes for service men off duty, by extending hospitality to small groups nearby and for rest camps for war industrial workers and their families.
3. Camps can be offered for the convalescence and rehabilitation of those in the armed forces in need of such care.
4. Should the need arise for civilian evacuation many camps will be utilized for that purpose.

IMPROVISING TO MEET WARTIME CONDITIONS AND RESTRICTIONS

All citizens and institutions are now called upon to sacrifice, to rearrange and to curtail much of their normal life and commerce. Camping will continue to serve youth and communities while using all the imagination and ingenuity required to improvise and adapt camps and camping to wartime restrictions. At the same time every effort will be made to maintain proven standards of personnel, health and safety.

Some camps may have to close for the duration due to travel distances and location in inaccessible or restricted areas. These camps may offer facilities to the government for work or rest-camp purposes.

Most camps, however, will operate in 1943 with problems of personnel, transportation, food, clothing, equipment and supplies, repairs and maintenance, public-utility services, publicity and promotion, and military and civilian-defense restrictions.

The following suggestions are made to assist in meeting these problems:

I. Manpower shortage.

A. The Problem

Many methods formerly depended upon to recruit and train counselors, maintenance people and other staff are not now available.

Causes of concern include depleted professional administrative forces and special skill instructors, young and inexperienced group leaders, older leaders with limited skill in group leadership and physical skills and loss of traditional sources formerly used in recruiting leadership and maintenance staff.

B. Suggested sources of camp manpower.

1. O.C.D. Volunteers.
2. School teachers and kitchen staff.
3. Father and mothers who might be available for short periods.
4. People who have retired from active work but who have group leadership skills.
5. People who have physical handicaps.
6. Special resource people for short periods. In

addition to usual resources some camps have brought in colored leadership for music and Japanese citizens for crafts.

7. Refugee and foreign exchange students are available for camp work.
8. Larger use of regular staff workers in camp program.
9. Special government agents (forestry, conservation, agriculture) for short time.
10. National Recreation Associations.
11. Women in boys' camps for special program work.
12. Matured older youth as assistants.
13. American Story Teller's Association.
14. Red Cross Training Institute.
15. Students from theological seminaries.
16. Program specialists shared with nearby camps, cooperation.
17. Leadership from church groups.
18. Junior League as a source of leadership.
19. Husband and wife combinations both serving on staff.
20. Local teacher's organizations solicited for possible camp leaders.
21. State Teacher's Convention—recruiting booths and interviewer.
22. College Alumni Association.
23. Personnel records of college students, working in College Union activities and committees available after graduation.
24. Vol. Depts. of Social Planning Council or Councils of Social agencies.
25. U. S. Employment Service.

C. Training methods useful with those recruited by the above methods.

1. Local camping institutes.
2. Pre-camp training in camp (orientation).
3. In-town training course sponsored by local A. C. A. Sections or other groups.
4. Professional schools still teaching camping courses.
5. In-service training.
6. Short-skill courses.
7. Recreation leadership course for high school students, possibly related to Victory Corps Program (credit courses).
8. More use of National Organization Courses and training materials.
9. Training in camp among older campers looking forward to years ahead. Special units for training but integrated with camp.
10. Training through selected readings, correspondence-school courses, extension courses.
11. O.C.D. Volunteer training courses—O.C.D. supplies other personnel such as stenographers, clerks, and special skill leader-interviewers, building, light, etc.
12. National organization field representatives made available for institutes and workshops.

D. Areas which should be further explored.

1. In-service training course material, (graded) for lay and professionals volunteering services.
2. Values derived from services of volunteers, causes of turnover, complaints from agencies.
3. Recreation courses in light of new demands for physical fitness programs.
4. Training needed and recruiting methods used in securing the services of school teachers.
5. Cooperative arrangement with government for services of returning service men as teachers of the new camping program technique in return for convalescent care.

II. Transportation Restrictions.

(Note: The Office of Defense Transportation has stated that all transportation for campers and staff should be confined to regular common carriers insofar as is possible.) The following recommendations and suggestions are directed toward the reduction of tire mileage.

A. Reduction of Passenger Transportation.

1. Creation of clearing houses among camp directors in specific areas to deal with transportation problems well in advance of need.
2. Narrowing area of service through exchange of prospects with other camps.
3. Use of scheduled common carriers to nearest station stop.
 - a. Staggering of opening, closing and change days among camps.
 - b. Lengthen period of camp thus reducing number of trips.
 - c. Elimination of period of camp between sessions in short term camps to avoid trips by empty buses or cars.
 - d. Spreading of opening dates in a given camp.
 - e. Reduction of number of points of embarkation.
4. Plans for reaching camp from station stop.
 - a. Arrangement for joint use of private cars.
 1. Making of long-distance hauls in relays.
 2. Making of short-distance hauls directly to camp.
 - b. Arrangement for common carrier to stop at a safe point as near camp as possible. (Note: Clear through Regional Director of Office of Defense, Health and Welfare Services.)
 - c. Employment of more primitive type of transportation, such as hay rack, chuck wagon, covered wagon, horse and buggy.
 - d. Hiking to camp, if necessary establishing intermediate overnight camping spots, or visiting hostels enroute. A rest period and luncheon should be planned on the way.
 - e. Bicycling.
 - f. Travel by boat.
 - g. Use of camp truck for younger campers and baggage.

B. Reduction of freight and food deliveries.

1. Use of camp truck.
2. Cooperative delivery service with other camps.

3. Use of trucking concern to deliver all items rather than separate deliveries.
 4. Increase of storage facilities at camp, taking into consideration priorities on building material.
 5. Use of public storage facilities, including refrigeration lockers.
 6. Substitution of types of food, equipment and other items, for example, dehydrated items to replace bulky or perishable foods.
- C. Reduction of Service Deliveries.
1. Laundry.
 - a. Laundering done by campers and staff as part of camp program.
 - b. Sending laundry when other materials are delivered.
 - c. Individual campers shipping laundry home.
 2. Mail brought in by other service deliveries.
 3. Refuse and garbage.
 - a. Burning or burying on camp grounds.
 - b. Collection by nearby farmers.
 - c. Feeding of garbage to camp owned hogs.
- D. Curtailment of use of camp vehicles.
1. For medical services.
 - a. Calling ambulance from nearby hospital or county.
 - b. Having doctor come to camp.
 - c. It is suggested that the camp explore the possibility of maintaining a car to be used by nearby community for emergency purposes as well as by its own clientele. Ration Boards are likely to grant B or C cards for such emergency transportation.
 2. Transportation to church.
 - a. It is suggested that the camp seek cooperation with religious leaders of various faiths to keep services within camp boundaries.
 - b. Use of religious leaders on circuit.
 - c. Cooperation of several camps meeting in one central place within walking distance.
 - d. Possibility of local people taking individual campers and staff to church.
 3. Trips out of camp for sightseeing and other special purposes.
 - a. Consideration should be given to reorienting our philosophy concerning trips so that we encourage only trips which include hiking, use of horses, bicycles and boats except motor boats.
- III. Food Restrictions.
- A. Overcoming possible shortages in canned goods.
1. Indicating needs for summer through early contact with dealer.
 2. Early discussion of specific crops with farmer for camp consumption.
 3. Camp gardens.
 4. Use of substitutes such as dried foods and dehydrated foods.
 5. Use of natural resources such as gathering and canning of berries and use of wild greens for salads.
- B. Overcoming possible shortages in meat by substitutions, such as cheese and soybeans.
- C. Rationed foods; use of substitutes.
- D. Consultation with nutritionists.
- IV. Clothing Restrictions.
- A. Preparation for curtailment of elaborate uniforms and personal equipment.
 - B. Traveling to camp in camp clothes to be ready for immediate action, thus conserving use of clothing.
- V. Equipment Restrictions.
- A. Conservation, care and repair of present equipment. Keep repair up-to-date—"A shingle in time saves nine."
 - B. Purchase of replacements second-hand, as at sales of hotels, roadside eating places, etc.
 - C. Rustic construction.
 - D. Construction of sports equipment.
- VI. Repairs and Maintenance.
- A. Preservation of metal parts.
 - B. Use of materials at hand on camp property.
 - C. Use of less essential buildings to provide material for needed facilities.
 - D. Care of tents and canvas. For publication on this subject, write the Superintendent of Documents.
- VII. Public Utility Services.
- A. Impossibility of installing new electric wiring; use of substitutes as second-hand wiring.
 - B. Impossibility of securing new telephone installations.

(Note: In some places telephones disconnected for the winter months will not be reinstalled, so that suspended service must be arranged and paid for.)
 - C. Necessity for limiting telephone calls.
 - D. Limitation on supplies of chlorine for water purification and swimming pools. Secure forms from dealer and apply 30 days in advance of need.
 - E. Restrictions on bottled gas deliveries. Make early arrangements—arrange own pick up.
- VIII. Publicity and Promotion.
- A. Curtailment of travel and long-distance telephoning
 1. Securing of help in promotion from parents.
 2. Use of joint publicity through sections of the A. C. A. and community camping groups.
 - B. Elimination of waste in promotion efforts; simplification of booklets and advertising matter.
- IX. Military and Office of Civilian Defense Regulations.
- A. Blackout regulations and air-raid precautions.
 1. Contact with local air-raid warden as to camp's part in local drills.
 2. Arrangements for telephone warnings on raids and drills.
 3. Development of substitutes for traditional evening campfires and cookouts, such as night games, story hours, blackout cooking and night orientation.
 4. Lightless campgrounds call for awareness of hazards and education for safety.

(Continued on page 21)

Small = Wagon Camping

By

Tom C. Grimland

IT all began in the summer of 1941 when a local dairy gave us a small wagon, harness and horse. No sooner had the outfit arrived than one of our units consisting of seven boys and two counselors asked permission to take a trip in it to a point about ten miles distant. Permission was granted but only after the outfit had been used on the campsite for two weeks during which the horse was on probation and found to be safe around boys.

During this period these campers built 16-inch side boards on the wagon, a seat for the driver, and a feed box to hold two bushels of oats. The lid of the feed box served as a trough.

With much enthusiasm the campers planned their equipment including a 10-gallon water keg, canvas in case of weather, and a waterproof box for food. Canvas cots could not be taken because of limited space, so they rolled their bedding in canvas and used the bedrolls to sit on while traveling. All cooking utensils were carefully picked to save space.

Shortly after daybreak one morning the small camp left for three days and nights of camping in the wagon, for in this hot Texas country we do our traveling early in the day. The destination was an old stage house built in 1840 and which was constructed with hand-hewn cedar timbers held together with wooden pegs. Aided by the drafting skill of two of the boys a map and drawings of the building were made.

This was the first of many wagon trips. The small camps took turns with the result that the wagon was not idle for a single day. Occasionally a trip was for one day only but the majority were for two or three days and nights.

In every case the campers planned the trip in detail, worked out their menus, figured the quantities of food, and operated on a strict budget. They learned how to feed and care for a horse, how to catch him, how to harness and drive, how to care for the wagon, remove and grease the wheels, and in general keep equipment in working order.

Small-wagon camping takes intelligent planning and preparation. Trips must be routed over back roads so as to avoid heavily traveled highways. Coun-



selors must be carefully trained by an experienced man in caring for horse and wagon, a task well-handled for us by the driver of our large covered wagon.

Next summer the boys are going to improve the wagon by installing 24-inch side boards and bows for a wagon cover. A chuck box to hold food and cooking utensils will be suspended beneath the bed at the rear, the feed box put under the seat, thus providing more space for equipment.

What does it cost? By a little shopping around a small wagon of the type mentioned can be had for \$15 to \$25. New harness will cost \$15 to \$20 but can be purchased for less second hand. Heinie, the horse, is a gelding nine years old weighing about 1500 pounds, worth from \$75 to \$100 here in Texas. About 10 pounds of grain per day is needed with good pasture, which will make the feed bill total approximately \$1.50 per week. Public liability insurance for such an outfit costs us \$15 per year, which is a minimum fee and not subject to short rate. It has \$5,000 and \$10,000 limit for liability but does not include property damage.

All fall the campers have been asking about using the wagon next summer. It's a great experience for boys, well worth the initial expense. This type of camping fits in beautifully with the modern decentralized program.



Courtesy, Y.M.C.A.



Courtesy, Girl Scouts

News of War

By

REPORTS from the first summer of wartime camping are beginning to come in from all over the country. Programs have been adjusted and given new emphases, with a general trend toward service projects of many types. Some camps have been growing and canning their own food. Others have assisted in the work of the park service and forest service. The country's need for labor in agriculture has resulted in the development of harvest camps. There is a growing consciousness of the values of training in simple living, stressing primitive outdoor skills. All of the reports indicate an effort to adjust to wartime restrictions and to find new ways to serve on the homefront.

★

The Ontario Government appointed a park ranger to supervise the work of the camps in Algonquin Park which is an area of wilderness seventy-five miles by sixty miles. The park area includes two thousand lakes and was set aside fifty years ago as a Game and Forest Reserve. Sections of the park were allotted to each camp. Camp Ahmek was given a tract about thirty miles by fifteen containing forty lakes. At a meeting of older boys and girls with their counselors, the Park Ranger explained the work which the campers were to do: repairing of trails, building new ones, making docks for canoe landings, opening up new areas so that fire fighting equipment could be brought in when necessary, and building campsites with safe

fire places, suitable for over night stops on canoe trips. Later in the season when the work was ended the park ranger tested the campers in woodcraft, campcraft, and weather wisdom of the park. Those who could qualify were made Fire Wardens and given the official government badge worn by the Algonquin Park rangers.

★

Camp Tanamakoon, also in Algonquin Park, Ontario, undertook two major wartime projects this summer. The first, fire-ranging for the Provincial Government, was continued from last year, and was carried on by enthusiastic older campers who took charge of a certain area of the park. All the campers, young and old, participated in the second project. Instead of making things for themselves as in previous years, campers devoted their handcraft periods to constructing and painting educational toys for preschool children. At the end of the season a large number of these colorful toys was donated to Ontario's first Wartime Day Nursery at the Demonstration Centre in Toronto.

★

Seventy acres of cherries near Sturgeon Bay, Wisconsin, were picked by fifty boys from Chicago who camped under the leadership of the Y.M.C.A. The boys were able to relieve the wartime shortage of local labor and save the cherry crop. After work



Courtesy, Y.M.C.A.

me Camping

ancer

hours a regular camp program, including trips to nearby historic and beauty spots, was carried on.

★

The girls at Camp Wyonegonic in Maine canned nearly three hundred quarts of blue berries, raspberries, beans, and carrots which they had helped to raise and harvest. The boys at nearby Camp Winona cleared a third of an acre of land, burned brush, and planted 540 pine and spruce trees. Thinning and pruning operations were carried out in two congested pine plantations.

★

The boys and girls of the North Country Camps in the Adirondacks aided local defense groups in spotting planes. A permanent organization for plane spotting had been organized and a station set up on the shore of Lake Champlain. Campers took a twenty-four hour shift each week. Usually a counselor and one or two of the older campers made up a team for a four hour watch. Some watches spotted as many as fifteen planes and reported them to headquarters. The campers were keen to take part in this service, and it was appreciated by the townspeople who were relieved for other work.

★

A plan was worked out by the camps in the Milwaukee section to help solve the shortage of nursing

for DECEMBER, 1942



Courtesy, Girl Scouts

and medical supervision and to secure assistance for new and younger counselors. Through the cooperation of the Anti-Tuberculosis Association a consultant health informational service was extended to the staffs of camps in the area. A health educator of the Association was assigned to the work. Visitations were made upon application to many camps for inspections and educational conferences with camp personnel.

★

Camp Wabunaki in Maine raised and delivered about 1500 pounds of wax beans to a neighboring cannery and incidentally learned much about the problems of a farmer. Rain followed by cold weather retarded and almost ruined the crop. The Mexican beetle appeared and did his share until he was sprayed out of existence. By mistake the second picking came too late and almost a third of the yield were grade two beans. An account was kept of all costs and of hours the campers worked. Financial returns were small, a fact which in itself was enlightening, but the camp has a new understanding of the difficulties involved in growing beans.

★

The new innovation in Boy Scout camping, due to wartime conditions, has been the adaptation of existing camps and the establishment of temporary camps for farm work projects. In both cases all

camping conditions and facilities were operated under standards set up and approved by the Camping and Activities Service.

A maximum of six hours per day was allotted for labor on the farm projects. Employers were required to provide transportation to and from the job, furnish tools and equipment, the guarantee of maximum consideration for the safety of the boys, and a wage scale based on prevailing rates. Except during working periods, boys were under Scout leadership and engaged in normal camp activities. With these standards and procedures set up in advance by the National Council a variety of such camps were operated last summer from Maine to California working at strawberries, apricots, cotton, potatoes and numerous other crops. Employers have stated that while the boys were naturally not as fast as experienced workmen they were extremely careful, harvested cleanly and learned fast. The boys meanwhile earned enough to pay for their camping and occasionally made a little extra. They gained first-hand experience at farming and effectively aided in solving the farm labor shortage.

★

The Volunteer Land Corps, as part of their experiment in placing urban youths on farms in a small area in Vermont and New Hampshire operated a camp of twenty-five boys. The boys worked in shifts or individually on neighboring farms using the camp site as a base. The majority of the young people who participated in the program were placed on individual farms due to the type of labor needed in small dairy farming country. Both systems of placement worked well, one complementing the other in the area in which the camp was located. The Land Corps placed about 500 boys and 70 girls. Of this number approximately 500 stayed through the summer and did a good job. The girls generally did about one-half indoor work and half outdoor work, although there were some who kept house all summer and others who worked outdoors all of the time. Leaders in the experiment believe the results more than justified the attempt since at the end of the summer the head of the Vermont Employment Service said he did not think any of the five hundred boys and girls could have been replaced by local help.

★

The Parker School District of Greenville, South Carolina, has been operating a camp throughout the year as a part of their school and community activities. School groups have been able to enrich their regular program by trips to the camp as a part of the regular program. During the past summer two hundred and fifty school students participated in the camp program, which is staffed by teachers from the

district. This fall as a part of the Physical Emergency Program the high school will be using the camp for hiking, cookouts, and over night trips.

★

The Children's Aid Society of New York City who operate three summer camps serving New York City children, cooperated with the Bowdoin Farm Training School in raising several hundreds of bushels of corn, radishes, lettuce, potatoes, and baskets of berries, enough to feed the camp during the summer months. The younger children were restricted to weeding and picking the smaller vegetables, which they did very well. The older boys did especially well on loading corn and on digging and storing potatoes. The success of the program was in a large measure due to having counselors trained in farming as former Farm School students. What started out to be a special wartime activity became so popular and so valuable to campers that the Children's Aid Society believes it should be continued in days of peace as an important camp activity.

★

The biggest problem of the camps in the Alleghany area was leadership. But in spite of the difficulty in obtaining mature trained counselors, three camps operated by local units of national social agencies carried through successful experiments in inter-racial camping, one camp extending their program from one period to the whole summer.

★

At one of the camps operated by the Protestant Episcopal Church, new emphasis was given to the organization of forest fire fighters and air raid wardens for the camp and neighboring forests. The Junior Maine Guides' Program, which the camp adopted last year fitted in with the government's request that as many as possible of the older boys be trained in taking care of groups in the open. Three boys qualified for licenses and will be able to take charge of groups of evacuees from bombed areas should the need arise.

★

Special training has been offered older Girl Scouts in child care, stressing the use of recreational activities—games, songs, and stories. In many camps during the past summer girls were given the opportunity to practice as well as learn by helping with young campers. At Fort Wayne, Indiana, girls who had received the child care training previously, were given a chance to practice what they had learned by conducting a nursery for children of the camp staff members under the direction of the camp nurse.

THE CAMPING MAGAZINE

Adventuring By Canoe

Equipment = Supplies = Packing

(Continued from June Issue)

PART II.

IN planning any trip the following factors must be considered; the country through which one is to travel, the duration and difficulty of the trip, and the capability and size of the group. In this discussion we are stating procedures which we found satisfactory in a land of small inland lakes and rivers with portages not over a mile in length, for trips of approximately 60 miles in travelling length; for trips that set out for five-and-a-half days (16 meals) with a group of six girls, all over 15 years of age, two leaders and a guide. No procedures found satisfactory under one set of conditions will necessarily be so under another. But we believe the facts we discovered may be useful as suggestions in other camps.

EQUIPMENT

In selecting equipment two main principles were kept in mind: first, the equipment must be sturdy and efficient and of the kind we could take pride in, and second it must be viewed from the basis that 'we have to carry these things'.

The canoes were 16 feet long, about 60-65 pounds in weight. They had a beam of 33 inches and depth of 12 inches, a bow and stern seat and center thwart. They were built by a local canoe maker and designed to give security and lightness.

We carried two tents. One was 7 by 10 feet, of 8 ounce canvas which was used as a general shelter. In addition we carried one 5½ by 6½ feet (prospectors model), of scotch sail silk with a floor cloth, mosquito netting and close fitting front flaps. This was completely waterproof, bug-proof, and very easy to pitch. In case of illness we were assured a camper could be kept perfectly dry and warm anywhere in the wilderness. Fortunately we had no illness, but it was used on cold nights by the leaders or by two campers fortunate enough to draw the lucky number for this luxurious accommodation.

All supplies were packed into *packsacks* ('Hudson's Bay' style), 20 by 25 by 6 inches in size. Blankets and personal equipment were put into packsacks of 8-ounce weight while heavier goods were carried in packs of 12-ounce canvas. Each pack was numbered so that we knew what each one contained and so that each person knew the pack for which she was responsible, in carrying over portages.

It is a good idea to have each person pick out her

By

Flora M. Morrison

and

Mary L. Northway

paddle at the beginning of the trip, put her name on it on adhesive tape, and keep it for the trip; in addition one extra paddle should be taken.

For *cooking equipment*, we took a nest of Hudson's Bay pails and two frying pans. Ten bakelite plates and cups were attractive, light to carry but hardly durable enough for trip use. Our *cutlery* roll was made of heavy cotton and divided into sections. In it we carried ten teaspoons, ten forks, three plain knives, 2 paring knives, 1 bread knife, one cabbage shredder, 2 stirring spoons, can-opener, matches (in oxo tin), salt and pepper shaker (bakelite), steel wool, soap, dishcloth, tea cloth, oven cloth, cleaning powder and candles.

Our *first-aid kit* was a small fishing-tackle box. In it were carried, 100 halazone tablets, baking soda, 2 oz. rubbing alcohol, 12 aspirin tablets, 12 soda mint tablets, 12 milk of magnesia tablets, 1 ounce iodine, 1 tube borofax, 1 tube burn dressing, 2 oz. boracic, a mild sedative, 2 needles, 1 razor blade, 1 pr. scissors, 1 roll gauze bandage, 1 box bandaid, triangular bandage, safety pins, 1 large roll 1-inch adhesive, 1 pk. absorbent cotton, dry dressing, tin.

The kit was kept at the top of pack No. 1 so that everyone knew where it could be found. A hot-water bottle was also carried. We did not use it for illness but on cold nights, especially in September, it was a very popular possession. A list of the contents was kept inside the cover of the tin and these were checked before every trip.

A *canoe repair kit* contained canvas, small tacks and marine glue. A note book for the day's log, a recipe and menu book, maps of the district mounted on canvas were carried in an oilcloth bag known as 'the library'. A pamphlet on canoe tripping and a small book of short stories were also taken. We also carried a trolling outfit.

In addition to this common equipment each camper took three blankets, 1 pr. shorts, 1 pr. longs, bathing suit and cap, cotton shirt, flannel shirt, sweater, raincoat, 1 extra wool socks, pr. shoes, towel, toilet articles, pyjamas and hat and sunglasses and (optional) flashlight, knife, compass, camera, pencil, notebook.

Two campers packed their blankets and personal equipment in one pack. Some people are amused at taking pyjamas on a canoe trip, but sleeping in clothes for five nights is very unpleasant and the pyjamas serve as an extra set of underwear in case one gets drenched in spite of all precautions. A hat and glasses are essential to prevent headaches and sunstroke from the glare off lakes in midsummer.

After each trip we discussed what personal equipment we had not used or did not need and found there were few articles we could do without. In a land where sudden weather changes occur it is better to pack all these things even if on any one trip it should not rain or become suddenly cold.

FOOD SUPPLIES

We believe that it is of real value for a group of girls to plan a series of menus, to consider nutritional and enjoyable meals, so we spent the first night at the base camp discussing our food supplies for the trip. We had on hand certain goods which were ordered and the girls' plans were limited by what was available, but which foods they selected, how the meals were planned and how much of what was taken was a matter for group decision. We had reference material on camp diet and menus and articles by experts in the field.

In packing for a trip the following factors have to be considered:

1. The weight and bulk of the goods.
2. The carrying and preservative qualities of various foods.
3. The simplicity of the cooking. We were on traveling trips and foods requiring long or difficult preparation would be of little use.
4. The cooking equipment available. With only three pots, meals have to be planned so that the one needed for coffee is not also needed for pudding or the vegetables.
5. Nutritional value and balanced diet. The whole question of food values may be developed here in a sane and practical way.
6. The enjoyable and attractive aspect. Girls are going to have the job of making meals for their families. Man does not live by bread alone but by the pleasure and enjoyment meals can provide. Why then from our canoe trips leave out all the glamour from meals when a few marshmallows or some raisins can turn a pudding into a festive dish?
7. The cost. This factor was one which did not concern the group directly as the supplies were already at the base camp. It could well be included with some groups. In an indirect way we considered it, in that certain supplies such as bacon soared in price during the summer because pork was being shipped overseas. We therefore had to discuss cutting our bacon ration and substituting less expensive foods which were not required for shipment overseas.

Although the food supplies varied on each trip the following is typical of what was taken.

ARTICLE	AMOUNT
white sugar	7 cups
brown sugar	8 cups
oatmeal	8 cups
cornmeal	1 cup
cornflakes	2 packages
rice krispies	1 package
whole milk klim	6 cups
rice	6 cups
spaghetti	24 ounces
pancake flour	8 cups
tea	10 tea bags
coffee	1½ lbs.
cocoa mixture	8 cups
lime punch mixture	1½ cups
grape punch mixture	1½ cups
soup cubes—beef	10
soup cubes—chicken	10
raisins	5 ounces
prunes	72
apricots	54
oranges	20
chocolate pudding mixture	14 ounces
butterscotch pudding mixture	14 ounces
grape jelly mixture	15 ounces
bread	10 loaves
soda crackers	36
graham crackers	72
fancy biscuits	45
rye crisp	23 slices
chocolate nut bread (tinned)	
fruit cake	2 lbs.
butter	5¾ lbs.
cheeses	1½ lbs.
bacon	63 slices
cold meat for one dinner	
eggs	10
carrots	5
cucumber	1
cabbage	2
lettuce	1
onions	7
cooked potatoes for first dinner	
salad dressing	8 ounces
catsup	8 ounces
salt, pepper	

TINNED GOODS

klik	1 tin
corn beef	1 tin
tomatoes	3 tins, size 2½
pork and beans	2 tins, 28 oz. each
tomato juice	3 tins, 15 oz. each
sardines	2 tins
peanut butter	15 ounces
marmalade	1 lb.
jam	1 lb.

DEHYDRATED GOODS

potatoes	2 cups
carrots	2 cups
spinach	2 cups
pears	1 cup
vegetable soup	1 cup
onion soup	2 cups
chocolate bars	2 15 oz.
marshmallows	83
prepared lunch for first day—sandwiches, hard boiled eggs, etc.	

(Continued on page 19)

SECTION NEWS

EDITOR'S NOTE: Section news will be included as a regular feature of the magazine starting with this issue. News editors have already been appointed in many sections. Since so much material describing the past summer's experience in war time camping has been sent in, we have summarized it for this issue on page fourteen. News items of camping activities will be welcomed from all members of the association and can be mailed directly to 343 S. Dearborn in care of the Camping Magazine.

The theme of the Ohio valley section meeting on November second in Cincinnati was "The Program in War Time Camping". Five camp directors representing two private camps, Y.M.C.A., Salvation Army, and Girl Scouts presented reports of last summer's camping experience.—Marjorie Manning, section news reporter.

The Peoria section started this fall with only seven members from last year. Sixteen men joined the armed services, one woman the W.A.A.C.'s and another the W.A.V.E.'s. However, in the changes on the staffs of local organizations and camps, new members have been found who are vitally interested in section activities. The October meeting was an informal social occasion and the November meeting was a panel discussion on "The Rights of Camps to Exist During the War".—Jane Alderman, Secretary-Treasurer.

A fall reunion of all those who participated in the summer camp institute of the Missouri Valley section is now being planned. In spite of transportation difficulties, the institute was well attended this year. Camp directors, conscious of many obstacles in the way of camping programs for the summer, were eager to share ideas and helpful information. The fall meeting will offer an opportunity to evaluate the summer's experiences and renew the good fellowships of the former institute.—Marion B. Sloan, section news reporter.

A postcard from Lt. James H. Campbell of the Minnesota section arrived at the A.C.A. office saying: "To whom it may concern. Mail from any or all of my A.C.A. friends will be welcomed. My address is now—Lt. James H. Campbell, A.C., 8th Comm. Sqd., NOW-ATC, Presque Isle Army Base, Presque Isle, Maine."

The southern conference of the Pacific section included three panel discussions on: "Camp Management Problems in War promotion". A summary of the discussion brought out the many adjustments made to shortages in personnel, equipment, and medical care, transportation difficulties, and restrictions on hiking areas and evening fires. Miss Lenore Smith of the University of Southern California Physical Education department and vice-president of the section was chairman of the conference.—Ruth C. Prouty, section news reporter.

The Chicago section reports that *Camping and the Community*, the sixth of the monographs produced by the George Williams College Camp Seminar, has just been published. It includes the reports of work sections on "Relationships between Camps and Other Community Agencies", "Camping in a Democracy", "Camping for the Older Camper" and "Stimulating Creative Experience in Campers". It may be obtained from the Camp Seminar, 5315 Drexel

Avenue, Chicago, at a price of \$1.00. "Keeping Pace", the news sheet of the section, will again be published. Its editor, Mr. Maxwell Canterbury, promises six issues during the 1942-43 season.—Ramona Backus, section news reporter.

A camp survey is being conducted by the Milwaukee section to determine the number of camps in the area, the locations, and other basic information. A questionnaire is filled out covering each camp and the location is spotted on a specially prepared state map. Two colors indicate whether a camp is a member of the section or not. A membership campaign among the non-member camps has been planned and soon a camp directory covering the territory will be compiled.—Ray Bassett, President of the Milwaukee section.

Following a discussion in November of the results of the Washington conference, the New Jersey section is planning to supplant the usual lectures and addresses on camping for workshop meetings in an effort to "get our house in order in this area for the summer of 1943".—H. L. McConaughy, President of the New Jersey section.

Carrying further the plan worked out by the St. Louis section of establishing a booth at a teachers' convention to recruit counselors, the Lake Erie section distributed notices at the Northeastern Teachers' Association meetings in Cleveland calling attention to the need for counselors and the opportunities for teachers to serve as leaders.—Mrs. Arthur Beduhn, section news reporter.

People and Events

Woldemar Neufeld, a graduate of the Cleveland School of Art, who has exhibited in many national shows, contributed to the magazine the pen and ink sketches on pages 4 & 5. He is known especially as a painter of Ohio scenes. Mr. and Mrs. Neufeld spend their summers at Camp Ho Mita Koda, Chesterfield, Ohio.

Sybil Spencer who has been loaned for a year by the W. K. Kellogg Foundation to the A.C.A. office to work as editor of *The Camping Magazine*, has had five years of camping experience with the Kellogg Foundation Camps. Miss Spencer received her M.A. degree at the University of Michigan in psychology and child development.

Bernard Mason, whose expert editorial work we must now forego because of our lack of financial resources, has entered our ranks as a volunteer and is serving as a member of the Publications Committee. His assistance this month in editing and making up the dummy for certain difficult pages has been very much appreciated. An additional note of appreciation for Dr. Mason's services to the *Camping Magazine* written by Miss Barbara Ellen Joy will appear in the January issue.

Timely Hints to Camp Directors

Camps using kerosene for heating, lighting, or cleaning purposes will need to see their local gas rationing boards soon as kerosene is also being rationed.

Restrictions are being made on telephone installations. If telephones have to be installed again next spring, now is the time to make arrangements with local telephone companies.

SUGGESTED READING

CAMPING AIMS AND GUIDES, published by the Children's Welfare Federation of New York City, 435 9th Ave., will be of interest to camping leaders. Ninety-one persons representing 65 member organizations participated in committee work for over a year to complete the material.

SAFEGUARDING YOUNG WORKERS IN WARTIME AGRICULTURE, a pamphlet published by the U. S. Dept. of Labor is available at the U. S. Government Printing Office.

SUGGESTED DESIRABLE MINIMUM PRACTICES FOR WORK CAMPS, a mimeographed bulletin published by camp representatives and agencies in the Chicago area, is available at the War Service Office, Union League Club, 65 W. Jackson, Chicago, Ill.

The July, 1942, issue of the magazine **PUBLIC HEALTH NURSING** has several articles of interest: "Camp Nursing in 1942—A Survey" by Dorothy E. Wiesner and Helen F. Leighty; "The Nurse as a Health Counselor in Camp" by Alfhild J. Axelson; and "What Makes a Good Camp Nurse" by Helen Ross.

CAMPING AND THE COMMUNITY, a report of the 1942 Camp Seminar at George Williams College, is available at Camp Seminar, 5315 Drexel Avenue, Chicago, Ill., for one dollar.

A.C.A. Publication Recognized in Children's Bureau Bulletin

"Marks of Good Camping" published by the American Camping Association has been given recognition in a bulletin called "Safeguarding Young Workers in Wartime Agriculture" published by the U. S. Department of Labor, Children's Bureau.

"In setting up camps, the health, safety, and sanitation standards for organized camps outlined in the American Camping Association's publication entitled 'Marks of Good Camping', pages 60-80, as well as the sections on supervision, program, administration will also be helpful."



SONGS FOR THE OUT-OF-DOORS

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WINONA LAKE, INDIANA

Officials Discuss Camping

(Continued from page 5)

in the wind. The camping clause in general order No. 10 may be stricken out by the summer of 1943. Order No. 24 freezes all extra trains or special trains. Plan no special transportation services of any kind, no special sections. There is nothing in the order to prevent the railroad from putting extra cars on already existing trains. Make all plans *not* to include the use of chartered busses for moving children to summer camps. Plan to use common carriers. The O.D.T. believes in summer camps but it "aims to save rubber."

In the dark clouds of rationing there were rays of cheer. The purpose of rationing is to give all citizens an equal share. The morale factor is important. Rationing helps to prevent inflation and price raising. Shortages exist because of transportation problems and the fact that certain areas are overrun by the enemy. There is no real food shortage. The problem here is one of containers and transportation.

The government is rationing miles, not tires and gas. The government can probably keep the nation "rolling on wheels" for all necessary purposes. Camps can probably get needed tires from their local boards with approval of regional director of Defense, Health and Welfare Services. Form R-122 is the form for appealing to higher rationing board. Fill out two copies. A person may request a hearing from the state director, and if denied may send an appeal to Washington.

This is the summary of our discussion with government officials. We saw the great service which organized camping may perform in wartime. We saw also the limitations under which we must work. We realized that we must do everything in our power to improvise, to overcome difficulties in order to make possible for youth the camping experience in which we believe.

Perhaps the greatest contribution which we as leaders can make to camps this summer will be that of opening up to them the opportunity of participating in the work of government, local, state, and national. If we cooperate with the government with understanding and good will, we may create in children these positive attitudes. If we set up a negative pattern of relationship to those offices of government that must impose restrictions, that too may become heir pattern of behavior in this democracy which we desire to preserve.

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Adventuring by Canoe

(Continued from page 16)

MENUS

On no two trips were the menus identical. But before each trip we arranged a tentative set which was adjusted in terms of weather conditions, etc. If for example we were going on a trip from which we would return by the same route, we would cache the beans and leave them for Friday night, changing the Friday night spaghetti to take their place.

FIRST DAY		
Breakfast	Lunch	Dinner
	hardboiled eggs	cold roast
	fresh tomatoes	fried potatoes
	lettuce	fried onions
	bread and butter	chocolate pudding
	cookies	coffee
	fresh milk	
	fruit	
SECOND DAY		
oranges	tomato juice	pork and beans
oatmeal	salad—cabbage	tomatoes
scrambled egg	raisin	rice krispie cake
toast	carrot	tea
jam	bread	
cocoa	Somemores	
	fruit drink	
THIRD DAY		
prunes	salad—lettuce	bacon
dry cereal	sardine	dehydrated potatoes
pancakes	cucumber	dehydrated carrots
cocoa	bread	butterscotch pudding
	peanut butter	coffee
	fruit cake	
	fruit drink	
FOURTH DAY		
apricots	salad—cabbage	bacon rice and to-
cornflakes	raisin	matoes
pancakes	Klik	grape jelly
jam	bread and butter	biscuits
cocoa	biscuits	coffee
	fruit drink	
FIFTH DAY		
prunes (cached)	dehydrated vegetable	spaghetti and cheese
oatmeal	soup	catsup
bacon	crackers	dehydrated spinach
toast	toasted cheese sand-	rice and raisin pud-
marmalade	wich	ding with caramel
cocoa	fruit cake	sauce
	tea	coffee
SIXTH DAY		
oranges	corn beef	
oatmeal	ryecrisp	
bacon	cocoa	
jam, toast	Somemores	
coffee		

SOME NOTES ABOUT THE SUPPLIES

The cocoa mixture was made up by one of the group before leaving the camp. We experimented with it and found that 5 cups klim, 1½ cup cocoa, 1 cup sugar and a little salt made the best cocoa.

The fruit drinks were mixed at camp—one-half fruit powder (Gumperts) and ½ sugar. We advise taking these. Lake water which is warm and chlor-

inated is not especially agreeable. Even if the chlorine does not taste, some campers think it does. Using this relatively inexpensive fruit drink made water much more attractive and the girls drank sufficient quantity for the needs of hot days.

The 14-oz. package of Gumperts pudding was just sufficient for 9 people. The firm recommends an ounce of pudding mixture per serving, but on a trip the larger quantity is easily used.

We are pleased that tinned goods made up such a small part of our load. After all 'why carry water over portages in a land of water?' The pork and beans and tomatoes we often cached early in the trip for use on our return journey; the tomato juice was used on the second day and the other tinned goods made up a very small weight for use later on. The dehydrated foods were most satisfactory. Our products were put up by Beardmore of Canada. They were delicious but we discovered early in the summer that the directions given for them must be followed accurately.

We had a nutritional analysis made, after the summer, of our supplies and menus. This is not complete in all details but we discovered we carried 3225 calories per person per day. The diet, reports our nutritionist, was adequate in all vitamin or mineral content. To readers who are interested we will send copies of the analysis which has been made.

Although some camp directors feel we have included frills such as the fruit drinks, the 14-oz. packages of puddings and the dehydrated vegetables, when we worked out a cost analysis it was found that 13¾ cents per meal, per person was the average cost, or 41¼ cents per day. When it is considered that the meals were enjoyable, satisfying and nutritious, and that food costs were generally high at the time these supplies were bought, it does show the cost factor should prevent no camp from making out-of-camp meals as adequate as those served at the camp itself.

To these menus were added fish (when caught) and berries in season.

For an evening campfire marshmallows, soup or tea were used, and for emergency supplies cocoa, pancake flour, klim, chocolate, crackers and soup cubes were carried. Recipes for several dishes given in these menus can be found in the Kellogg recipe books, or the Girl Scouts publications.

PACKING

Everything but the paddles and one pail for water was packed. Two girls put their blankets and personal effects in one pack. The blankets were placed to line the back to make it soft for carrying: raincoats and sweaters were placed at the top.

The larger tent was carried with the guide's blankets and personal goods. The leaders packed the small tent with one of their blankets and goods, leav-

ing two of their blankets to line the back of the food packs.

Foods other than tinned goods were carried in brown-paper bags inside white cotton bags on which the name of the food was written with India ink. These were not waxed because they are easier to wash if not, and we found the waterproof packsack was sufficient to prevent the goods from becoming wet. Fresh vegetables were carried in a cellophane bag inside a cotton bag and pots and pans were carried in a sugar bag. The eggs were carefully wrapped in orange wrappers and carried in egg boxes with individual compartments. On the four trips only one egg was broken and this was due to carelessness in putting down the packsack at a portage. Butter was cut into one-third pound slabs and wrapped in heavy wax paper; these were carried in a tin box with a tight fitting lid.

Some trips have found it better to pack food supplies for each day separately. We preferred to divide food up in the packs according to weight and fragility. For instance we put bread, eggs, first-aid kit and other fragile articles into one pack; this pack was given the coolest position and put down with special care. Each morning the lunch for the day was packed separately. It was put into a pack with the bathing suits and other things which might be needed during the day. Thus only one pack was opened during each day's trip and the other packs not touched until camp was made for the night.

CARE OF EQUIPMENT AND SUPPLIES

This aspect of tripping requires a separate article to cover it. One or two points may be mentioned here. When a campsite was reached the food packs received the first attention. The butter and bacon were placed in shady cool water, or in damp moss. At overnight sites the food packs were hung on the branches of trees, or taken into the tent—raised on sticks if the ground was damp. Canoes were turned over facing the leaside and supplies of dry wood left under them. Paddles were placed on the seats under the canoes. Food was at all times handled with care and with cleanliness, and served with decency. A ground sheet was used as a table and certain standards of dining behavior expected. The girls with the aid of our menu book and recipe book went ahead with preparing and serving the meal and put away supplies after the meal as carefully as they had been packed at the beginning.

Each night we went over the menus for the following day and got the foods together which we would use for breakfast and for lunch and also the food which needed early preparation such as the dehydrated goods.

The standards for care of supplies on a trip are set by the care used in preparing for the trip. The

specific way for looking after supplies is important but it is not as important as developing among the group an attitude of respect for equipment and care of supplies. If these have been achieved ways and means for good practice can be worked out by the group or discovered from the excellent campcraft literature which is given in the bibliography.

WHY GO TO ALL THIS TROUBLE?

Some camp people have asked this question: "Doesn't it take all the fun and spontaneity out of a trip to go to all this trouble in planning and think about all these details?" It does not. There is not much fun to be had from throwing eggs carelessly into a packsack or from eating a meal that one cannot digest. It is when these things are planned that we become free for adventure of the real and thrilling kind. Besides, as those of us who are teachers know, one of the greatest needs of young people (and of older ones too) is to learn to do a job—whatever it may be, whether writing an essay, looking after a home or going on a trip—thoroughly and efficiently. We have had a nation that is content with half-done jobs, with a performance that is just sufficient to get by. May not our canoe trips and every other aspect of camping be used to bring back that delight of a job well done, a project well executed? We should not aim for perfection, but we should achieve efficiency. When a child making the pudding learns the delight of achievement which comes not through making a pudding better than anyone else, but by making it as well as one is able; when we learn to do things the best way not because of the marks we are going to get, but because of the enjoyment that results; when we are no longer content with the second-rate, the casual, the easy way, but go to the trouble of working and planning so that each member of the group will have greatest opportunity for happiness, then the democratic world for which we are now fighting will be a little nearer realization on the home front. And we may at long last discover that democracy means essentially those things we can achieve on a canoe trip—a group working together towards a common goal, a group in which each individual plays his part most efficiently for the good of the group, and discovers through so doing that his own happiness is achieved.

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Trail Cooking. Kellogg Co.
NOTE—The author's thanks are due Mrs. E. S. W. Belyea who analyzed the nutritional content.

Washington Conference

(Continued from page 3)

person from O.D.T. was asked what we could expect in the way of special coaches and trains. The room was stiller than a forest as he said that he could not give us too much assurance but that if he were making preparations for a camp in 1943, he would plan to use only common carrier buses. The tension in our group was high. Could we face this answer with poise, with fairmindedness. Then it happened. I think it is well that it happened, for we saw what would have been the result of our whole conference plans had we approached government representatives as a pressure group. "It," let me explain, was just a momentary flourishing of some of our camping axes: "But we must have . . ." O.D.T. was not impressed. In a calm, unperturbed voice the man indicated that this was not a new idea in Washington. Many groups thought that they were more vital than others.

But, you may say: This is all very well and good for camping representatives to go to Washington and have pleasant conversation with government officials yet what will this do for camping, what did you get?

This is what we got, as I see it. We got a broader conception of the problems which confront these various departments of government which are especially related to camping. We saw the magnitude of the job which confronts the Department of Agriculture in its work of getting in the 1943 harvest. We heard the problems of the Forestry Service as it, with its shortage of men, confronts the work of saving forests from fire, of replacing the trees now needed in the war effort and the difficulties of the National Park Service in keeping its recreation areas intact with insufficient labor. We realized the need of our fighting forces to have its young men experienced in living safely in woods and forests, swamps, seas and air. We felt keenly the job to be done by the Office of Education as it works to assist public schools to major in a curriculum which will help the older students adjust to the demands of war, the younger students to the demands of the peace. We sensed the strategic situation before the Office of Civilian Defense as it directs civilian groups in their work of winning the war and the peace. We felt a part of the work of the Children's Bureau.

We got also a taste of working together for social goals. Many persons have experienced this in varied situations but it came to us freshly as we attempted to formulate a policy and program for camping in wartime. I see vividly the moment when this experience came to me at our Washington Conference. I had gone in out of rain to sit by a fire and work out a section of the statement on objectives and program.

I looked across the room and saw another person similarly engaged. "Why is it," I asked, "that we are having such trouble thinking this thing out?" "I've just been thinking of that. I believe it is because we in camping have been thinking in terms of personal goals instead of social." This idea began to glow inside my mind. For instance, I realized that we had talked of the importance to individuals of the dignity of work. Now we must see the harvest to be brought in if the world is to be fed. Individuals would come to feel this dignity through participation in the larger whole.

Before I conclude, let me mention two other things that we got. We got back to camping that may mean camping, camping without gadgets. I shall miss my guess if the report of the workshop group on improvising in wartime does not stir our imaginations to do more interesting camping than we have ever done. Suppose we do have to resort to borrowing farmers' hay racks, or hiking to camp by easy stages, or staggering camper travel, and to using the resources at hand for crafts, mending our own machinery, improvising in hundreds of ways? Might not this improvisation produce a renaissance of real camping?

Finally, we got into communication with our government at Washington. We felt their good will. Almost every government person as he rose to leave said: "Come in and talk this over with us"; or "We would like a chance to work with an A.C.A. committee on this." If the Government can spare us *tires gas chartered buses special coaches*, over and above what it needs for winning the war and carrying on essential services, I believe that it will do so. The door for cooperation in many areas is now ajar.

I suggested above that the end of this conference was not a conclusion. Every section, every camp will carry forward this cooperative enterprise. Camping, I believe, has before it its greatest opportunity.

Wartime Camping Policy

(Continued from page 10)

- B. Regulations in some areas curtailing outdoor fire-building.
 - 1. Consultation with local fire warden for regulations and permits.
 - 2. Provision of arrangements for other types of cooking and evening meetings.
- C. Restricted Military Zones.
 - 1. Roads.
 - a. Substitution of other routes of travel.
 - b. Publicizing new routes among clientele.
 - 2. Beaches and coastal areas in military zones require relocation of activity in these areas.

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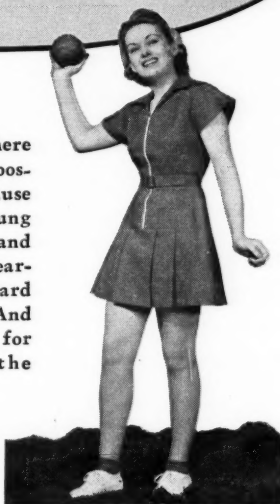
Y.M.C.A., New Jersey State
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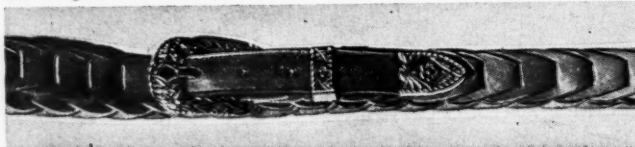
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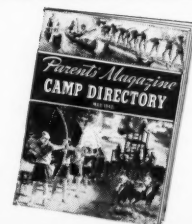
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St. Louis: In care of Donald V. Zoerb, 7501 Maryland Ave., Clayton, Missouri.

Southeastern: Mrs. A. P. Kephart, Blowing Rock, North Carolina.

Southwest: Norman MacLeod, Y.M.C.A., Houston, Texas.

Washington: Lola Hoskin, Girl Scouts, Inc., 503 New World Life Bldg., Seattle, Washington.

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